

Volusia County Schools

Secondary Grading Guidelines Summary

The following is a summary of the Grading Guidelines for the 2021-2022 school year. If more information is needed, the full Grading Guidelines document is available on the district website:

VCS Homepage: District → K-12 Curriculum → Departments Resources → Secondary Grading Guidelines

General

- Weighted Categories in the gradebook will be set using the following calculation method:
 - Diagnostic Assessments count 0% (not counted in the total grade)
 - Formative Assessments count 40% of the total grade.
 - ◆ *Some examples of formatives are classwork, parts of a project, check points, group work, quizzes, rough draft, peer review, etc.*
 - ◆ *Homework could be considered a formative or a diagnostic*
 - Summative Assessments count 60% of the total grade.
- The Gradebook should be updated weekly (except in the case of unusual circumstances).
- Grades of “0” (zero) or “M” (Missing) should not be entered in advance of assigning work to students.
 - “0” (zero) is used when the score on the assignment is a 0. (Calculates as a 0 in gradebook)
 - “M” is used to indicate a missing assignment. (Calculates as a 0 in gradebook)
- Nonacademic behavior (ex: conduct, effort, etc.) should be reported separately from academic grade. Expectations for meeting deadlines for work submission will be defined at the school level.
- Teachers have the authority to override final grade to benefit the student if a student’s overall performance warrants it.
- A minimum proficiency level criterion for assessments is **70%** or higher as defined by Florida State Statute (FS 1003.437).
- One single assignment or assessment should not be heavily weighted (more than 30%)
- Students should have a minimum of 2 formative grades per summative.
- Students should have a minimum of 3 Summative Assessments each quarter for each subject.
- Every summative should have similar maximum value points.
- One retake for each Summative Assessment may be given to all students upon request by student or teacher following remediation of the standards.
 - If opting to use the same assessment as the retake, the assessment may NOT be reviewed with the student prior to the retake.
 - When a student’s score on a retake is less than the original score, the higher score is to be used.

SWD

- Students with disabilities participating in the general education curriculum must be consistently provided with all accommodations for instruction and assessment identified on the IEP in all instructional settings.
- Students with disabilities may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified (access program) to meet their individual learning needs.
- Students with disabilities must not be penalized with a lower grade for using accommodations.
- The assessment process should reflect the modality in which the student is able to demonstrate learning and be minimally impacted by the disability.
- ESE and general education teachers must collaborate when determining grades for students with disabilities.

ELL

- In all subject areas, English Language Learners must be given grades that reflect the work they are capable of completing based on their English language proficiency level.
- ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated to meet their language needs and documentation of such strategies for accommodations are not available.